

**THE EFFECT OF USING ESTIMATE, READ, RESPOND, AND
QUESTION (ERRQ) STRATEGY ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT OF THE
SECOND YEAR AT SENIOR HIGH SCHOOL 1
KOTO KAMPAR HULU DISTRICT OF
KAMPAR REGENCY**



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of four English skills that should be mastered by all of the English learners. Reading is a language skill that needs reader to comprehend a text . In reading process, the reader brings his own meaning and experiences to obtain meaning from the printed text. This idea is related to Brown's ideas that says, "Reading is the most important language skill that should be developed inside and outside the classroom. It is also one of the most common ways to get information. The ability to read ordinary texts is an additional crucial skill that the students should master it".¹ In addition, reading is the ability to receive information, to get pleasure, to get main idea, and sometimes we are expected to synthesize information from multiple texts, or from a longer chapter or book, etc. So, everybody can improve his or her knowledge and get pleasure.²

Senior High School 1 Koto Kampar Hulu is one of the schools that is located in Tanjung Village of Koto Kampar Hulu district in Kampar Regency. As a formal school, this school also provides English subject that is taught twice a week with 40 minutes

¹H. Douglas Brown, Teaching by Principles an Interactive Approach to Pedagog. (Englewood Cliffs, New Jersey: Prentice Hall, inc,1994) 217.

²Marianne Celce Murcia, Teaching English as a Second or Foreign Language, (Boston: Heinle & Heinle, 2001) 187.

per period. Reading is one of the four language skills that has priority to be learned by students because from reading, students can get information, knowledge, and other linguistic competence even enjoyment. Besides, the students can also improve their ability to understand narrative text effectively and efficiently.

School-Based Curriculum for Senior High School 2006 has stated that the standard competence of reading is comprehending the meaning in short functional text and essay of report, narrative and analytical exposition forms in daily life and for accessing knowledge.³ The purpose of reading is to enable students to comprehend the kind of text, such as narrative, explanation, and discussion.⁴ In this research, the writer focuses on narrative text. The passing score (KKM) of English subject at Senior High School 1 Koto Kampar Hulu is 70. It can be concluded that reading skill needs a lot of aspects that should be mastered by students.

Ideally, the second year students of Senior High School 1 Koto Kampar Hulu should have been able to develop their competence in reading comprehension, but in fact, it is still far from being expected. It was identified in the writers' preliminary observation and interview to the English teacher of Senior High school 1 Koto Kampar Hulu, some students were not able to identify

³Department of National Education, School Based Curriculum Syllabus of English, (Unpublished, 2006)

⁴Ikapuspita, S. Pd, Syllabus of SMAN 1 Koto Kampar Hulu, (Tanjung: Unpublished, 2013)

the generic structure and language feature of narrative text. And some of them were not interested in reading narrative text. The strategy used by the English teacher in this school was Comprehension-Based Approach. The strategy used by the teacher made the students bored and some of them were not interested in reading. Senior High School 1 Koto Kampar Hulu uses School-Based Curriculum in the Teaching and learning of English. A lot of efforts to increase students' competences in English, but they seem not to perform their English proficiency as directed in the curriculum. As a result they still get low score in reading.

Based on the explanation above, some of the students still face various problems and difficulties in English, especially reading comprehension. Difficulties are itemized in the following symptoms:

1. Some of the students are not able to identify the generic structure of narrative text.
2. Some of the students are not able to identify language features of narrative text.
3. Some of the students are not able to identify the topic of the text.
4. Some of the students are not able to identify inference of narrative text.
5. Some of the students are not able to identify characters and place of narrative text.

Therefore, to solve this problem, it needs a suitable strategy to enhance students' reading comprehension on narrative text. One of the strategy that can help students to comprehend a reading text is called Estimate, Read, Respond, and Question (ERRQ) Strategy. The ERRQ Strategy helps the students to organize information and give the teacher a way to understand the students' comprehension. According to David, Estimate, Read, Respond, and Question (ERRQ) is a reading strategy that involves students' questioning of text to gain meaning.⁵ In this case, the writer is interested in applying estimate, read, respond, and question (ERRQ) strategy to help students in comprehending narrative text in reading. Finally, the writer would like to conduct a research entitled: **The Effect of Using Estimate, Read, Respond, and Question (ERRQ) Strategy on Students' Reading Comprehension of Narrative Text of the Second Year at Senior High School 1 Koto Kampar Hulu District of Kampar Regency.**

B. The Problems

Based on the background illustrated above, it is very clear that the students still have a lot of problems, especially in term of comprehending narrative text of reading.

1. The Identification of the Problems

⁵David C. Anchin Center, Learning strategies Resources Guide, (Florida: Litton/PRC,inc, 1995) 24.

Based on the background and the problems explained above, it is clear that most of the second year students of Senior High School 1 Koto Kampar Hulu still get difficulties in comprehending narrative text.

To make it clear, the problems in this research can be identified as follows:

1. What factors make the students unable to identify the generic structure of narrative text?
2. What factors make the students unable to identify language features of narrative text?
3. What factors make the students unable to identify the topic of the text?
4. What factors cause the students unable to identify inference of narrative text?
5. What factors cause the students unable to identify characters and place of narrative text?

2. The Limitation of the Problems

Considering limited time, finance, and the writer's capabilities in conducting a scientific research, it is necessary to limit the students' problems in identifying the generic structure, language features, topic, inference, characters, plot, code, and settings in the narrative text and teachers' problem in previous strategy to use estimate, read, respond,

and question (ERRQ) strategy to toward students' reading comprehension on narrative text of the second year at Senior High School 1 Koto Kampar Hulu

3. The Formulation of the Problems

Based on the limitation of the problems stated above, the problems of this research are formulated as in the following research questions:

- a. How is the students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) strategy of the second year at Senior High School 1 Koto Kampar Hulu District of Kampar Regency?
- b. How is the students' reading comprehension on narrative text taught without using estimate, read, respond, and question (ERRQ) Strategy of the second year at Senior High School 1 Koto Kampar Hulu District of Kampar Regency?
- c. Is there any significant difference of the students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) Strategy and those taught by using conventional strategy at Senior High School 1 Koto Kampar Hulu District of Kampar Regency?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

The objectives of the study on the student's reading comprehension by using estimate, read, respond, and question (ERRQ) strategy are;

- a) To find out the information about students' reading comprehension on narrative text of the second year at Senior High School 1 Koto Kampar Hulu before treatment was given to both experimental and control classes.
- b) To find out the information about students' reading comprehension on narrative text of the second year at Senior High School 1 Koto Kampar Hulu after treatment was given to both experimental and control classes.
- c) To find out whether there is any significant difference of using estimate, read, respond, and question (ERRQ) strategy toward students' reading comprehension on narrative text of the second year at Senior High School 1 Koto Kampar Hulu or not.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a) To give some information to the teachers about the effect of using estimate, read, respond, and question (ERRQ) strategy toward students' reading comprehension on narrative text.

- b) To give contribute some information about strategy to comprehend reading text in the form narrative.
- c) To fulfill one of the requirements to finish the writers' study in English Education Department of Sultan Syarif Kasim Riau

D. The Definition of the Terms

- a. Estimate, Read, Respond, and Question (ERRQ) is a reading strategy that involves students' questioning of text to gain meaning. Students estimate how far they can read with understanding in reading and then read that portion. They respond the information by reacting it and forming a question about it.

- b. Reading comprehension

Reading comprehension is the ability to take information from narrative written text and do something with it in a way that demonstrates knowledge or understanding of that information. It means that, reading comprehension is the ability of the reader to take the information and knowledge from narrative written text. In this case, the writer used literal comprehension. Literal comprehension is reading in order to understand, remember, or recall the information explicitly in a narrative passage. In this study, reading comprehension is the way for the students to understand and remember the information presented in the narrative text.

- c. Narrative text is story telling; it tells a true story or fiction.⁶

Narrative is a text type we use when we want to entertain. Its purpose is to entertain the reader. Narratives have a rather hierarchical structure that can be used by readers to aid comprehension.⁷ Narrative in this research is a text that is used by the students to get information and to improve the students' reading comprehension. The generic structure of narrative text is:⁸

- a. Orientation is the opening paragraph where the characters of the story are introduced.
- b. Complication is the term used in which the problems in the story is developed.
- c. Resolution is the term used in which the problems in the story is solved.

⁶ M. Syafi'i S, Muhammad Fauzan Ansyari & Jonri Kasdi, The Effective Paragraph Developments : The Process of Writing for Classroom Setting, (Pekanbaru: LBSI, 2007) 53.

⁷ Thom Hudson, Teaching Second Language Reading, (UK: Oxford University Press, 2007) 179.

⁸ [Http://www.englishindo.com/2012/01/narrative-text-penjelasan-contoh.html](http://www.englishindo.com/2012/01/narrative-text-penjelasan-contoh.html). (Retrieved on: January 16th 2013)

CHAPTER II

REVIEW OF LITERATURE

A. The Review of Related Theory

1. The Nature of Reading Comprehension

Reading is one of the important language skills. Reading is a way to get information and knowledge. Almost every aspect in our life is covered by reading. Every day, we read books, magazines, advertisements, etc. to get information from a book, we need to comprehend it well. Andrew states “reading is practice of using text to create meaning.”⁹ It means that when we cannot create the meaning, the reading will not happen. Brown also states “Learning a foreign language is long and complex undertaking.”¹⁰ It means that we must have high motivation and work hard to achieve it.

Reading is important activity. Students get many benefits from reading. Reading is not only a source of information and pleasure activity but also as a means of consolidating and extending one’s knowledge of language. I.S.P. nation says that reading is a source of learning and a source of enjoyment.¹¹

Reading can help learners learn new vocabulary and grammar.

⁹P. Johnson Andrew, Teaching Reading and Writing, (New York: Rowman and Littlefield Education, 2008) 3.

¹⁰H. Douglas Brown, Principle of Language Learning and Teaching, Fourth Edition, (New York: Addison Wesley Longman, Inc, 2000) 1.

¹¹I.S.P. Nation, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009) 49.

Reading can also be a source for enjoyment and a way of gaining information in the world. According to Nunan reading is an interactive process in which the reader engages idea with an author via text.¹² It means that the reader can use reading to learn and to gain information from the world around them.

As the explained above, reading can be easier to do if we do it as a pleasure activity. Reading is a process. Hasibuan and Ansyari says that reading is interactive process that goes on between the reader and the text, resulting comprehension.¹³ According to Nunan, reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning.¹⁴ It means that we can build meaning of the text if we are combining our background knowledge and information from the text.

According to Patel and Jain, there are four types of reading, they are:¹⁵

1. Intensive reading
2. Extensive reading
3. Aloud reading
4. Silent reading

¹²David Nunan, Designing Task for the Communicative Classroom, (Cambridge : Cambridge University press, 1989) 12.

¹³Kalayo Hasibuan and Muhammad Fauzan Ansyari, Teaching English as a Foreign Language (TEFL), (Pekanbaru: Alaf Riau Graha UNRI Press, 2007) 114.

¹⁴DavidNunan, Practical English Language Teaching, (Sydney: McGraw Hill, 2003) 68.

¹⁵M.F. Patel and Prevenm Jain, English Language Teaching : method, tool, and technique, (Sunriceplublisher: Jaipur, 2008) 117.

Based on the four types of reading above, the writer concerns is to discuss the intensive reading because this is relevant in this study. Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is reading a text or a passage in which learner reads the text to get information.

The aim of reading is comprehension. Comprehension is the center of reading.¹⁶ Comprehension is important part of reading. To get information in reading, students need comprehension. Students cannot get the meaning of the text if the text is not comprehended by them. Comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences.¹⁷ Effective readers have a purpose for reading, and use their background knowledge and experiences to relate to the text: We do not comprehend unless we draw connections between what we read and our background knowledge. Words have to be proceeded at the "thinking" level before comprehension can take place. The following four important factors that influence reading comprehension are: Command of the linguistic structure of the text, Adequate vocabulary in the content area, Degree of

¹⁶Karen Tankersley, The Thread of Reading Strategies for Literacy Development, (United States of America: ASCD, 2003) 90.

¹⁷Karen Tankersley, Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading, (Alexandria, Virginia USA: ASCD, 2005) 108.

metacognitive control of the text, and Adequate domain knowledge.

Next, Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variables related to the text itself (interest in text, understanding of text types).¹⁸ It means that Reading comprehension involves much more than readers' responses to text. Furthermore, Reading comprehension refers to reading for meaning, understanding, and entertainment.¹⁹ It means that reading not only reads, but also gets meaning, understanding, and entertainment. Different types of reading comprehension are often distinguished, according to the readers' purposes in reading and the type of reading used. The following are commonly referred to:²⁰

1. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
2. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage,

¹⁸Janette K. Klingner, et al, *What Works for Special-Needs Learners: Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: the Guildford Press, 2007) 8.

¹⁹Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw Hill Companies, Inc, 2005) 71.

²⁰Jack C Richards, et al, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Edinburgh Gate: person Education Limite, 1992) 306-307.

using the reader's experience and intuition, and by inferring (inferencing) critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values

3. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Barrett in Brassell and Rasinski's book also has suggested the following three types of action with his three-level taxonomy of reading comprehension.²¹

- a. Literal Comprehension: Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.
- b. Inferential Comprehension: Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal

²¹Danny Brassell and Timothy Rasinski, Comprehension That Works : Taking Students Beyond Ordinary Understanding to Deep Comprehension, (Hungtington Beach: Shell Education, 2008) 17-18.

comprehension because it requires the orchestration and manipulation of information

from the text as well as information that resides within the readers—their background knowledge.

- c. Critical Comprehension: Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

In conclusion, three type levels of comprehension are important to the students in comprehending the text. In literal comprehension, a reader is able to retell or recall the facts or information presented in a text. Meanwhile, inferential and critical are highly dependent in the reader's own background, interest, and disposition, so a focus on inferential and critical comprehension is appropriate. And based on the writer's opinion, the three type levels of comprehension above are important to develop students' reading comprehension on narrative text.

Dorn and Soffos also says “comprehension is a complex regulated by cognitive, emotional, perceptual and social experiments.” It means that comprehension is not easy to get, but we need some factors to comprehend a text such as cognitive, emotion, perceptual, and social experience.

Moreover, Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.²² Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. The following examples illustrate how readers can show they understand what they read. When a reader is able to engage in an intelligent discussion about a text with others, the reader is demonstrating comprehension of the passage. When a reader is able to relate text to real events, the reader is demonstrating comprehension. When a reader is able to apply information from a text to a new situation, such as fixing an automobile, the reader is demonstrating comprehension. When a reader is able to transform a narrative story into a poem, play, newspaper article, critical review, insightful essay, entertaining advertisement, visual image, musical score, or dance movement, the reader is demonstrating a sophisticated level of understanding of text.

²²Danny Brassell and Timothy Rasinski, Op. Cit., P.18

In English learning, there are some kinds of texts that are taught to the students of Senior High School level. They are narrative, recount, procedure, and analytical expository. Narrative text is story telling; it tells a true story or fiction.²³ Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. This text is one of the text types learned by students in every education level, starting from high schools until university levels. The main purpose of narrative is to entertain and engage the reader in an imaginative experience.

2. Estimate, Read, Respond, and Question (ERRQ) Strategy in Teaching Reading Comprehension

a. The Definition of Estimate, Read, Respond, and Question (ERRQ) Strategy

Estimate, read, respond, and question (ERRQ) strategy is a comprehension strategy that we learn in reading. This strategy helps students organize what they know and what they have learned from the text. Students have to estimate how far they can read and still remember, they read the selected number of paragraphs, and review by writing a note or retelling to a friend, and then write a question based on what they read or

²³M. Syafi'i S, Muhammad Fauzan Ansyari & Jonri Kasdi, The Effective Paragraph Developments : The Process of Writing for Classroom Setting, (Pekanbaru: LBSI, 2007) 53.

want to know. Moreover, Estimate, read, Respond, and question (ERRQ) strategy can be used with any classroom at any grade level. This strategy helps students support reading comprehension, strengthen student engagement, and also help learners as they construct meaning.²⁴

According to David, Estimate, Read, Respond, and Question (ERRQ) is a strategy that involves students' questioning of text to gain meaning and allows for students to decide how far they can read with understanding and then read that portion. They respond the information by reacting it and forming a question about it.²⁵ this strategy will involve a variety of text choices. Joyner says that Estimate, Read, Respond, and Question (ERRQ) is a comprehension strategy that we learned in Reading. Students have to Estimate how far they can read and still remember, Read the selected number of paragraphs, Review by writing a note or retelling to a friend, and then write a Question based on what they read or want to know.²⁶ Nurhayati also says that estimate, read, respond, and

²⁴Harry K and Rosemary, Teaching Strategies, Tips and Ideas, (Retrieved on: April 24th 2013)

²⁵David C. Anchin Center, Loc. Cit. 24

²⁶Debbie Joyner, Provide Students with Strategies for Independent Learning, (Retrieved on: January 16th 2013)

question (ERRQ) Strategy is the best strategy to guide the students in comprehending the texts.²⁷

In teaching reading , the teacher should use many strategies to make teaching reading interesting. Because the aim of reading is comprehension, in teaching reading comprehension needs the strategies to gain the level of reading comprehension itself. Reader needs to use a strategy in order to make them easy to get the meaning of the text. In this case, the writer suggests a good strategy to make the students understand about the text, especially on narrative text. The name of this strategy is estimate, read, respond, and question (ERRQ) strategy.

Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.²⁸ Furthermore, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.²⁹ According to Rebecca, strategies are divided into two major classes: direct and

²⁷Nurhayati, Teaching Reading Comprehension to the Tenth Grade Students of the Islamic Senior High School 3 Palembang by Using ERRQ, (Retrieved on: January 16th 2013)

²⁸Rebecca. L. Oxford, Language Learning Strategies, (New York: NewBury House Publisher, 1991) 1.

²⁹Ibid, 8.

indirect. These two classes are subdivided into a total of six groups (memory, cognitive and compensation under the direct class; metacognitive, affective and social under the indirect class).³⁰

Direct strategies are language learning strategies that directly involve the target language.³¹ Direct strategies for dealing with the new language, are like the performer in a stage play, working with the language itself in a variety of specific tasks and situation. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.³² Indirect strategies for general management of learning. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others.³³

Related to estimate, read, respond, and question (ERRQ) strategy, it includes to compensation strategies of direct class. Because, compensation strategies enable learners to use the new language for either comprehension or

³⁰Ibid, 14

³¹Ibid, 37

³²Ibid, 14

³³Ibid, 15

production despite limitations in knowledge. In addition, compensation strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate or permissible in the target language.³⁴

Next, The basic purpose of estimate. Read, respond, and question (ERRQ) strategy is to get the reader to link what he/she has with new information. Estimate, read, respond, and question (ERRQ) might be useful for reading any kind of text.³⁵It means that estimate, read, respond, and question (ERRQ) strategy is suitable for comprehending the narrative text. Estimate, read, respond, and question (ERRQ) strategy is designed to help students link new information to their own experiences.³⁶When students formulate questions, they have to think about what they know in a different context.

Furthermore, the benefits of estimate, read, respond, and question (ERRQ) strategy are the question help the students to organize information and give the teacher a way to understand the reader's comprehension.³⁷The teacher may need to demonstrate different types of questions and discuss the appropriateness of each in accessing information. The estimate, read, respond, and question (ERRQ)

³⁴Ibid, 43

³⁵M Ashraf Rizvi, Effective Technical Communication, (India: Tata McGraw-Hill Education, 2005) 253.

³⁶David C. Anchin Center, Loc. Cit.

³⁷Ibid.

strategy helps to make questions and to combine one's own knowledge to the knowledge in the text.³⁸

b. The Procedures of Estimate, Read, Respond, and Question (ERRQ) Strategy

Estimate, Read, Respond, and Question (ERRQ) is a reading strategy that involves students' questioning of text to gain meaning. The procedures of estimate, read, respond, and question (ERRQ) strategy are:³⁹

1. The teacher explains that estimate, read, respond, and question (ERRQ) stands for estimate, read, respond, and question. After a text has been chosen and distributed, the teacher demonstrates the process.
2. **Estimate.** Students look over the text and estimate how far they can read and maintain understanding. They identify the text portions with a light pencil mark.
3. **Read.** Students read the text silently, orally, or with a partner in paired reading. They are urged to consider how the text affects them. What images come to mind as they read? Does the text remind them of anything from their experience?

³⁸Verkostovatti, Reading Techniques, 2006. (Retrieved on: January 16th 2013)

³⁹David C. Anchin Center, Loc. Cit.

4. **Respond.** After reading, students react. What comes to mind as they read? What images or feelings are evoked? If students are working with partners, they share oral and retell with their partners. If students are working individually, they retell everything they can remember to themselves or write their responses down for future reference.
5. **Question.** Students generate questions about the reading. If students have marked the text by paragraphs or smaller portions of text, they may create questions about each of the marked portions, or they may ask general questions about the whole pieces. The teacher may collect the questions for evaluation purposes.

As stated by Rizvi, ERRQ strategy has four stages, those are estimate, read, respond, and question.⁴⁰

1. Estimate : estimate what the text will be like. Rapid reading techniques may be used for this purpose
2. Read : read the text carefully and thoroughly
3. Respond : respond to the text
4. Question: question things about the text and analyze responses to it

⁴⁰M. Ashraf Rizvi., Loc. Cit.

Based on the various procedures that were written by many resources above, the writer adapts these procedures into her own teaching procedures to meet the characteristic of students in Indonesia. The steps of ERRQ strategy are as follows:

1. The teacher explains that ERRQ stands for estimate, read, respond, and question.
2. The teacher chooses and distributes the narrative text, and demonstrates the process.
3. The teacher asks students to look over the text and **estimate** how far they can read the text and maintain understanding
4. The teacher asks students to identify the text portions with a light pencil mark
5. The teacher asks students to **read** the text silently, orally, or with a partner in paired reading
6. **Respond.**After reading, the teacher asks students to work with partners, they share oral and retell with their partner
7. The teacher asks Students to generate **questions** about the reading
8. The teacher collects the questions from the students for evaluation purposes

Based on eight steps of estimate, read, respond, and question (ERRQ) strategy above, the writer concludes that estimate. Read, respond, and question (ERRQ) strategy is the best strategy in teaching reading, especially in teaching reading comprehension. Because, the students will be able to develop their comprehension in reading by using this strategy.

c. The Nature of Narrative Text

Narrative text is story telling; it tells a true story or fiction.⁴¹ Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. The purpose of narrative text is to entertain the reader. According Thomas S. Kane, A narrative is a meaningful sequence of events told in words.⁴² Type of narrative text is folktales, fairytales, fable, myth, legend, science fiction, short story, ballads.

The generic structures of narrative text:

- a. Orientation: it is about the opening paragraph where the characters of the story are introduced.
- b. Complication: where the problems in the story developed.
- c. Resolution: where the problems in the story is solved

⁴¹M. syafi'i S M. Fauzan Ansyari & Jonry Kasdi, Loc. Cit.

⁴²Thomas S. Kane, The Oxford Essential Guide to Writing, (Berkley Books: New York, 2000) 366.

Language feature of narrative text are:

- a. Specific participants
- b. Past tense form; describe thing that happen in the past
- c. Word giving details of people; such as adjective and adverb
- d. Connectors of form, such as last week, then.

Meanwhile, the content of a narrative is usually more familiar. Most researchers on narrative text have focused on teaching students to utilize story structure as an organizing framework for understanding critical aspects of the stories they read. Narrative is stories about past event. In general meaning, narrative text is to amuse the readers/listeners with actual or imaginary experience in different ways. All narrative story do in the past and has happy ending. As mentioned by Kane, A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement is from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order : for example, a story

may open with the final episode and then flash back to all that precedes it.⁴³

Therefore, Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting.⁴⁴ Many things of narrative that should be known by the English teacher. Because, it is crucial for the teacher in order to make the students easily to understand the content of narrative text for example to know the generic structure, language feature, main idea, characters of the story in narrative text, plot, setting, code, and so on. In teaching narrative text, the teacher should know what indicators that could make the students easily in comprehending narrative text in reading. Moreover, at the second year of Senior High School 1 Koto Kampar Hulu , narrative text taught is to get the competence. Here, there are some indicators to get the competence in this school, they are: identify the topic of the narrative text, identify the meaning of narrative text, determine the complication of narrative text, identify the event of narrative text, and the last is to determine the plot of narrative text.

⁴³Thomas S. Kane, Loc. Cit., P. 366

⁴⁴Ibid., P. 367

B. The Relevant Research

According to Syafi'i, a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting.⁴⁵ In this case, there is one writer concerning ERRQ Strategy. A research from Septiani (2013), entitled "A pre experimental study in teaching inference from spoof text by using errq reading strategy". She conducted this study in SMA SANTUN UNTAN . The study was a pre experimental design. The sample of her research was grade- XI IPA in SMA SANTUN UNTAN that consisted of thirty students. She collected the data by using a multiple choice test and analyzed by t-test and size effect formula. And for the result, She found that the use of ERRQ reading strategy increase students' ability in inference-making significantly and the level of the effectiveness is classified as high.⁴⁶

C. The Operational Concept

In carrying out this research, it will be necessary to clarify the variable used in analyzing the data. There are two variables in this research, they are independent variable (X) and dependent variable

⁴⁵M. Syafi'i. S, From Paragraph to a Research Report : A Writing of English for Academic Purposes, (Pekanbaru: LBSI, 2007) 122.

⁴⁶Septiani, A Pre Experimental Study in Teaching Inference froms spoof Text by Using ERRQ Reading Strategy, 2013.(Retrieved on: June 29th 2013)

(Y). variable X is the effect of using ERRQ strategy. Variable Y is students' reading comprehension.

1. The indicator of variable X (the effect of using ERRQ strategy) :

- a. The teacher explains that ERRQ stands for estimate, read, respond, and question.
- b. The teacher chooses and distributes the narrative text, and demonstrates the process.
- c. The teacher asks students to look over the text and estimate how far they can read the text and maintain understanding.
- d. The teacher asks students to identify the text portions with a light pencil mark.
- e. The teacher asks students to read the text silently, orally, or with a partner in paired reading.
- f. After reading, the teacher asks students to work with partners, they share oral retellings with their partner.
- g. The teacher asks Students to generate questions about the reading.
- h. The teacher collects the questions from the students for evaluation purposes.

2. The indicator of variable Y (students' reading comprehension):
 - a. The students are able to state the topic on narrative text
 - b. The students are able to identify generic structure on narrative text
 - c. The students are able to make inference on narrative text
 - d. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative
 - e. The students are able to analyze the meaning of certain words on narrative text.⁴⁷

D. Assumption and Hypothesis

1. Assumption

Based on the theories and relevant research in this research, the writer assumes that using estimate, read, respond, and question (ERRQ) strategy in teaching and learning process will give new contribution to support students' reading comprehension, and teaching strategy can increase the ability in understanding the reading text.

⁴⁷Barrett, Taxonomy of Reading Comprehension: Remedial Instruction, (Retrieved on: January 3rd 2013)

2. Hypothesis

H_0 : There is no significant difference of the students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) Strategy and those taught by using conventional strategy at Senior High School 1 Koto Kampar Hulu District of Kampar Regency

H_a : There is a significant difference of the students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) Strategy and those taught by using conventional strategy at Senior High School 1 Koto Kampar Hulu District of Kampar Regency

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research is a kind of experimental research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypotheses to establish cause-and-effect relationship”.⁴⁸ The research design used in this research is quasi-experimental research. This research used non equivalent control group design which consisted of two classes (control and treatment class), pre-test, post-test.⁴⁹

Table III.1
The Research Design

Experimental Class	O ₁	X	O ₂
Control Class	O ₃	■	O ₄

Where:

O₁ : pre-test to experimental class

O₂ : post-test to experimental class

O₃ : pre-test to control class

⁴⁸L.R. Gay and Peter Airasian, Educational Research Competencies for Analysis and Application, Six Ed. (New Jersey: Prentice-Hall, Inc, 2000.) 367.

⁴⁹Donald T. Campbell and Julian C. Stanley, Experimental and Quesi- Experimental Design for Research, (London: Houghton Mifflin Company, 1966) 47.

O₄ : post-test to control class

X : Treatment

- : no treatment

B. The Location and Time of the Research

The research was carried out at Senior High School 1 Koto Kampar Hulu district of Kampar Regency in 2012-2013 of academic year. There were two English teachers in this school, and English was taught twice a week with duration 40 minutes per period. Furthermore, it was conducted from May to June 2013.

C. The Subject and the Object of the Research

The subject of the research was the second year students of Senior High School 1 Koto Kampar Hulu at Kampar Regency. The object of the research was the effect of using ERRQ strategy toward students' reading comprehension on narrative text.

D. The Population and Sample of the Research

The population of the research was the second year students of Senior High School 1 Koto Kampar Hulu district of Kampar Regency. They consisted of 90 students from three classes, and the writer took

two classes as sample. The specification of population can be seen on the table below:

Table III.2
The Total Population of the Second Year Students of Senior High School 1 Koto Kampar Hulu 2012-2013

NO	CLASS	MALE	FEMALE	TOTAL
1	XI SCIENCE	6	18	24
2	XI SOCIAL 1	19	14	33
3	XI SOCIAL 2	20	13	33
Total				90

The population above was large enough to be taken as sample of the research. Based on the design of the research, the writer took only two classes as the sample of this research. The writer took a sample by using cluster sampling. Gay says that cluster sampling randomly select group not individuals. All the members of selected group have similar characteristics.⁵⁰ In this research, the writer used lottery as one of the techniques of using cluster sampling. So, there were 3 lotteries because there were 3 classes of second year of Senior High School 1 Koto Kampar Hulu. Then, the writer decided to take the first lottery as an experimental class and the second lottery as the control class. In this case, class XI Social 1 was for experimental class and the class XI Social 2 was for control class. The sample of this research was two classes of XI Social students. The sample consisted of 66 students. So in this research, the writer took 66 students as a sample in order to accurate the data because the number of subject was large.

⁵⁰L.R. Gay and Peter Airasian, Op. Cit., p. 129

Table III.3
The Sample of the Second Year Students of Senior High School
1 Koto Kampar Hulu

NO	CLASS	MALE	FEMALE	TOTAL
1	XI SOCIAL 1	19	14	33
2	XI SOCIAL 2	20	13	33
Total				66

E. The Technique of Data Collection

Technique of data collection is an important rule in conducting a research for the results' validity. The writer collected the data by using the reading test. The type of the test was multiple choices. Questions of the test consisted of 25 items. The test was used to find out the students' reading comprehension on narrative text. The test was done twice, the first was a pre- test which was given before treatment and the second one was a post-test which was given after treatment. Pre-test and post-test to experimental and control classes were used to find out the different of students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) strategy.

Table III.4
The Classification of Students' Score⁵¹

SCORE	CATEGORIES
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Moreover, Multiple-choices could assess the student's ability in comprehension. In order to get the data related to the problem of the research, the writer collected the data by giving pre-test and it was given before the treatment. Pre-test was given in order to determine two classes as the samples. And the second was a post- test which was given after treatment. The writer used pre-test and post-test to experimental and control classes in order to know the difference between control class and experimental class. And also to find out the effect of using estimate, read, respond, and question (ERRQ) strategy toward students' reading comprehension on narrative text.

Before the test was conducted, the writer gave the students reliability and validity test.

⁵¹Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: BumiAksara, 2009) 245.

1. Validity

A test is valid if it measures what it purposes to measure. In order to find out the validity of the test in this research, the writer concern to content validity. According to Gay Content validity is the degree to which a test measures an intended content area.⁵² In content validity the writer consulted with her supervisor to discuss the instrument used in measuring reading comprehension of the students. In analyzed the validity in this research, the writer used instrument. The instrument was a test. Before the test given for students, the writer had consulted first with the writers' supervisor. Questions of the test consisted of 25 items. There were 33 students in this test and there were 5 passages in this test. Question of each item in this test included each indicator of reading comprehension. There were 5 indicators of reading comprehension in this research. And for the score the writer gave 4 points for the students' correct answer in each item. After the test, the writer collected the students score and analyzed the data manually.

According to Arikunto, the level of difficulty was used to show how easy and difficult an item is. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

⁵² L.R. Gay and Peter Airasian, Op. Cit. 163

Where:

P = Difficulty level

B = The number of correct answer

JS = The number of students

For example, if item number 1 was correct by 8 students of 20 students, the difficulty could be calculated as follows:

$$P = \frac{B}{JS}$$

$$P = \frac{8}{20}$$

$$P = 0.4$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p” , whereas the proportion incorrect was represented by “q”.

Table III.5
The Students are Able to State Topic on Narrative text

Variable	State topic					N
Item no	2	10	14	16	22	33
Total of correct item	19	20	21	18	20	
P	0.58	0.61	0.64	0.55	0.61	
Q	0.42	0.39	0.36	0.45	0.39	

Based on table III.5, the item number for state the topic is 2, 10, 14, 16, and 22. It shows that the proportion of correct answer of number 2 is 0.58, the proportion of correct answer of number 10 is 0.61, and the proportion of the correct answer of number 14 is 0.64, and the proportion of correct answer of number 16 is 0.55, and the proportion of correct answer of number 22 is 0.61. the total correct answer of state the topic is 0.60. Then, based on the standard difficulty “P” is > 0.30 and < 0.70 . So, the items of difficulties for state the topic are accepted.

Table III.6
The Students are Able to Identify Generic Structure
(Orientation, Complication and Resolution) on Narrative Text

Variable	Identify generic structure					N
Item no	5	6	13	19	23	33
Total of correct item	18	17	18	18	20	
P	0.55	0.52	0.55	0.55	0.61	
Q	0.45	0.48	0.45	0.45	0.39	

Based on table III.6, the item number for identifying generic structure is 5, 6, 13, 19, and 23. It shows that the proportion of correct answer of number 5 is 0.55, the proportion of correct answer of number 6 is 0.52, and the proportion of the correct answer of number 13 is 0.55, and the proportion of correct answer of number 19 is 0.55, and the proportion of correct answer

of number 23 is 0.61. the total correct answer of identify generic structure is 0.56. Then, based on the standard difficulty “P” is > 0.30 and < 0.70 . So, the items of difficulties for identify generic structure are accepted.

Table III.7
The Students are Able to Make Inference on Narrative Text

Variable	Make inference					N
Item no	1	4	7	20	24	33
Total of correct item	21	17	18	11	20	
P	0.64	0.52	0.55	0.33	0.61	
Q	0.36	0.48	0.45	0.67	0.39	

Based on table III.7, the item number for make inference is 1, 4, 7, 20, and 24. It shows that the proportion of correct answer of number 1 is 0.64, the proportion of correct answer of number 4 is 0.52, and the proportion of the correct answer of number 7 is 0.55, and the proportion of correct answer of number 20 is 0.33, and the proportion of correct answer of number 24 is 0.61. the total correct answer of make inference is 0.53. Then, based on the standard difficulty “P” is > 0.30 and < 0.70 . So, the items of difficulties for make inference are accepted.

Table III.8
The Students are Able to Locate or Identify Facts on
Narrative Text

Variable	Identify facts					N
Item no	3	11	15	17	21	33
Total of correct item	11	18	20	17	19	
P	0.33	0.55	0.61	0.52	0.58	
Q	0.67	0.45	0.39	0.48	0.42	

Based on table III.8, the item number for identifying the facts is 3, 11, 15, 17, and 21. It shows that the proportion of correct answer of number 3 is 0.33, the proportion of correct answer of number 11 is 0.55, and the proportion of the correct answer of number 15 is 0.61, and the proportion of correct answer of number 17 is 0.52, and the proportion of correct answer of number 21 is 0.58. the total correct answer of identify facts is 0.52. Then, based on the standard difficulty “P” is > 0.30 and < 0.70 . So, the items of difficulties for identify facts are accepted.

Table III.9
The Students are Able to Analyze the Meaning of
Certain Words on Narrative Text

Variable	Analyze the meaning of certain words					N
Item no	8	9	12	18	25	33
Total of correct item	11	18	11	20	17	
P	0.33	0.55	0.33	0.61	0.52	
Q	0.67	0.45	0.67	0.39	0.48	

Based on table III.9, the item number for analyzed the meaning of certain word is 8, 9, 12, 18, and 25. It shows that the proportion of correct answer of number 8 is 0.33, the proportion of correct answer of number 9 is 0.55, and the proportion of the correct answer of number 12 is 0.33, and the proportion of correct answer of number 18 is 0.61, and the proportion of correct answer of number 25 is 0.52. the total correct answer of analyze the meaning of certain words is 0.47. Then, based on the standard difficulty "P" is > 0.30 and < 0.70 . So, the items of difficulties for analyze the meaning of certain words are accepted.

2. Reliability

Before getting the data, the researcher conducted a try out to examine all items. Try out was used to find out the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was 0.30 and 0.70 ⁵³.

A test must first be reliable before measuring the instrument. Reliability is a necessary characteristic of a good test. A reliability measure provides consistent and stable indication of the characteristic being investigated.⁵⁴ To find out the reliability of the test in this research, the writer used the scores of the students' test and after that the writer took the total items (n) of the test, the proportion of the correct answer (P), the proportion of incorrect

⁵³ Ibid, 208.

⁵⁴ Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara, 2009) 87.

answer (q), and the total variances (S^2). And then the writer analyzed it by using the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

n : total items

P : proportion the correct scores

q: 1-P

S^2 : total Variances

Based on Suharsimi Arikunto, there is the interpretation of reliability as follows:⁵⁵

Table III.10
Reliability Classification

SCORE	CATEGORIES
0.800 – 1.00	Very High
0.600 – 0.800	High
0.400 – 0.600	Enough
0.200 – 0.400	Low
0.00 – 0.200	Very Low

Where:

$$\begin{aligned}
 S &= \frac{\overline{x^2}}{N} \\
 &= \frac{689.73}{33} \\
 &= \mathbf{4.57}
 \end{aligned}$$

⁵⁵Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi), (Jakarta: Bumi Aksara, 2008) 75.

$$n = 25$$

$$S = 4.57$$

$$pq = 6.01$$

$$x^2 = 689.73$$

$$N = 33$$

So,

$$\begin{aligned} r_{ii} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\ &= \left(\frac{25}{25-1} \right) \left(\frac{4.57^2 - 6.01}{4.57^2} \right) \\ &= \left(\frac{25}{24} \right) \left(\frac{20.88 - 6.01}{20.88} \right) \\ &= (1.04)(0.71) \\ &= 0.738 \end{aligned}$$

$$r_{ii} > r_t.$$

Based on the statistical analysis above, it can be seen that the reliability score of the test was **0.738**. To know the reliability of the test must be compared with r product moment. r_{ii} must be higher than r_t . Then r_t at 5% level of significant is 0.349. While in the significant 1 % is 0.449. So, it can be analyzed that r_{ii} is higher than r_t . $5\% < r_{ii} > 1\%$. $(0.349 < \mathbf{0.738} > 0.449)$. On the other hand, the instrument was reliable. It means that the coefficient of reliability was high.

F. The Technique of Data Analysis

The data of students' pre-test scores and post-test scores were obtained from the result of their reading comprehension on narrative

text. In order to find out whether or not there was any significant effect of using estimate, read, respond, and questions (ERRQ) strategy toward students' reading comprehension on narrative text, the data were analyzed statistically. In analyzing the data, the writer checked all of the students answer sheet and corrected it. After that the writer analyzed the students' scores of post-test of the experimental class and control class. Those scores were analyzed by using statistical analysis. In this research, the writer used t-test formula. In this term, it was an independent samples t-test.

Hinton says that the independent sample t-test is undertaken when the samples are unrelated with different participant in each sample. This test is also called the unrelated t-test or the independent measure t-test.⁵⁶ Jeremy also says that the independent groups t-test is the most powerful and is the test most likely to spot significant difference in the data. The independent groups t-test can be used for a non-experimental or quasi-experimental design.⁵⁷

In this research, the writer used Independent sample t-test formula. The t-test for independent sample was used to determine the formulation of the problem, whether or not there is a significant

⁵⁶Perry R. Hinton, *SPSS Explained*, (New York: Routledge, 2004) 107.

⁵⁷Jeremy Miles and Philip Banyard, *Understanding and Using Statistic in Psychology*, (SAGE Publication: Los Angeles, 2007) 136-137

difference between the means of two independent sample.⁵⁸The different mean was analysis by using t-test formula⁵⁹ :

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where :

- t_o : The value of t- obtained
- M_x : Mean score of experiment class
- M_y : Mean score of control class
- SD_x : Standard deviation of experiment
- SD_y : Standard deviation of control class
- N : Number of students

The t-test was obtained by considering the degree of freedom (df) = (N1+N2) – 2. Statistically, the Hypothesis are:

H_o is accepted if $t_o < t_{table}$ or there is no significant effect of using estimate, read, respond, and question (ERRQ) strategy toward students reading comprehension narrative text.

H_a is accepted if $t_o > t_{table}$ or there is any significant effect of using estimate, read, respond, and question (ERRQ) strategy toward students' reading comprehension on narrative text.

Furthermore, in computing the data, the writer used Statistical Product and Service Solutions (SPSS) 16.

⁵⁸L.R. Gay and Peter Airasian.Op cit.484

⁵⁹Hartono, Statistik Pendidikan,(Pekanbaru: CV Jaya pratama, 2004) 193.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The purpose of this research was to obtain the difference between students' reading comprehension on narrative text taught by using Estimate, Read, Respond, and Question (ERRQ) Strategy and students' reading comprehension on narrative text taught without using Estimate, Read, Respond, and Question (ERRQ) Strategy and then to find the significant difference of students' reading comprehension taught by using Estimate, Read, Respond, and Question (ERRQ) Strategy and those who were taught by conventional strategy at Senior High School 1 Koto Kampar Hulu.

Besides, the writer got the data from the students' post-test of both experimental and control classes. The total score of the test for both classes were significant difference. The total score of the experimental class was 2284 while the highest score was 88 and the lowest was 44. The total score of control class was 2000 while the highest score was 76 and the lowest score was 48.

B. The Data Presentation

There data presentation that served by the writer consisted of pre-test and post-test data. They are:

1. The Implementation of Estimate, Read, Respond, and Question (ERRQ) Strategy

- a. The teacher explains that ERRQ to the Students.
- b. The teacher chooses and distributes the narrative text, and demonstrates the process.
- c. The students look over the text and estimate how far they can read the text and maintain understanding.
- d. The students identify the text portions with a light pencil mark.
- e. The students read text with a partner in paired reading.
- f. After reading, the students work with partner, they share oral retellings with their partner.
- g. The students generate question about the reading.
- h. The teacher collects the questions for evaluation purposes.

2. The Data Presentation of Reading Comprehension

a. Students' Reading Comprehension Taught by Using Estimate, Read, Respond, and Question (ERRQ) Strategy

Indent the data of students' reading comprehension taught by using Estimate, Read, Respond, and Question (ERRQ) Strategy were gotten from pre-test of 33 students of class XI Social 1 as an experimental group. It can be seen in the table below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by Using
Estimate, Read, Respond, and Question (ERRQ) Strategy
F

No	Students	Experimental class		
		Pretest	posttest	Gain
1	Student 1	40	60	20
2	Student 2	48	60	12
3	Student 3	52	68	16
4	Student 4	72	76	4
5	Student 5	72	80	8
6	Student 6	44	52	8
7	Student 7	48	60	12
8	Student 8	64	76	12
9	Student 9	60	76	16
10	Student 10	60	72	12
11	Student 11	72	88	16
12	Student 12	48	64	16
13	Student 13	64	76	12
14	Student 14	48	64	16
15	Student 15	60	76	16
16	Student 16	56	72	16
17	Student 17	64	76	12
18	Student 18	60	76	16
19	Student 19	72	84	12
20	Student 20	48	56	8
21	Student 21	64	76	12
22	Student 22	60	72	12
23	Student 23	48	60	12
24	Student 24	60	72	12
25	Student 25	68	76	8
26	Student 26	72	76	4
27	Student 27	64	72	8
28	Student 28	44	52	8
29	Student 29	60	72	12
30	Student 30	60	64	4
31	Student 31	52	60	8
32	Student 32	68	76	8
33	Student 33	40	44	4
	Total	1912	2284	372

From table IV.1, the writer found that the total of pre-test in the experimental class was 1912 while the highest was 72 and the lowest was 40 and the total score of post-test in experimental class was 2284 while the highest score was 88 and the lowest score was 44. The frequency score of pre-test and post-test which was significantly different and it can be seen below:

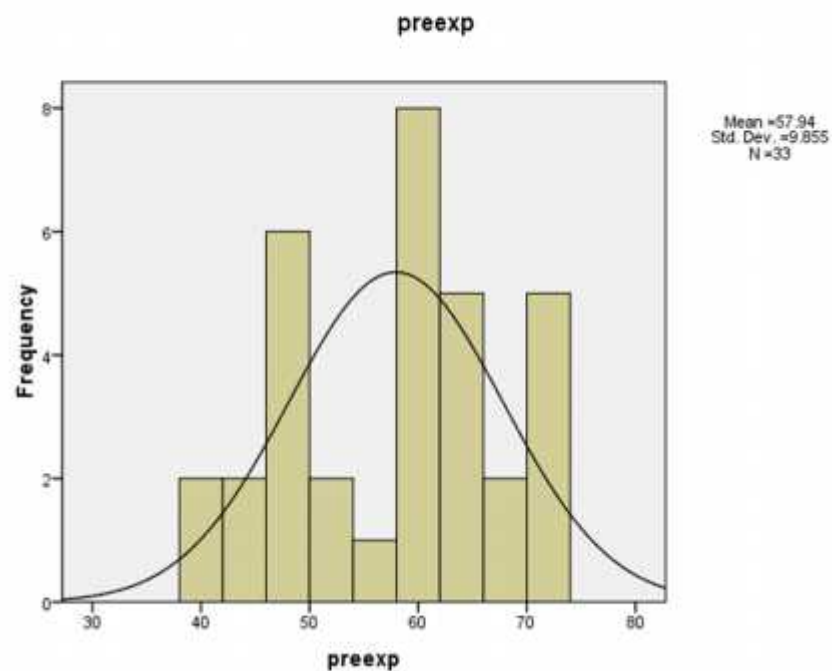
Table IV.2
The Frequency Score of Pre-test of Experimental

		Preexp			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	40	2	6.1	6.1	6.1
	44	2	6.1	6.1	12.1
	48	6	18.2	18.2	30.3
	52	2	6.1	6.1	36.4
	56	1	3.0	3.0	39.4
	60	8	24.2	24.2	63.6
	64	5	15.2	15.2	78.8
	68	2	6.1	6.1	84.8
	72	5	15.2	15.2	100.0
Total		33	100.0	100.0	

From the table above, it shows that there were 2 students who got score 40 (6.1%); there were 2 students who got 44 (6.1%); there were 6 students who got 48 (18.2%); there were 2 students who got 52 (6.1%); there was 1 student who got score 56 (3%);

there were 8 students who got score 60 (24.2%); there were 5 students who got score 64 (15.2%); there were 2 students who got score 68 (6.1%); and there were 5 students who got score 72 (15.2%). The highest frequency was 8 at the score 60. The total frequency was 33.

Histogram IV.1
The Histogram of the Frequency Distribution of Pre-test Result of Experimental Class



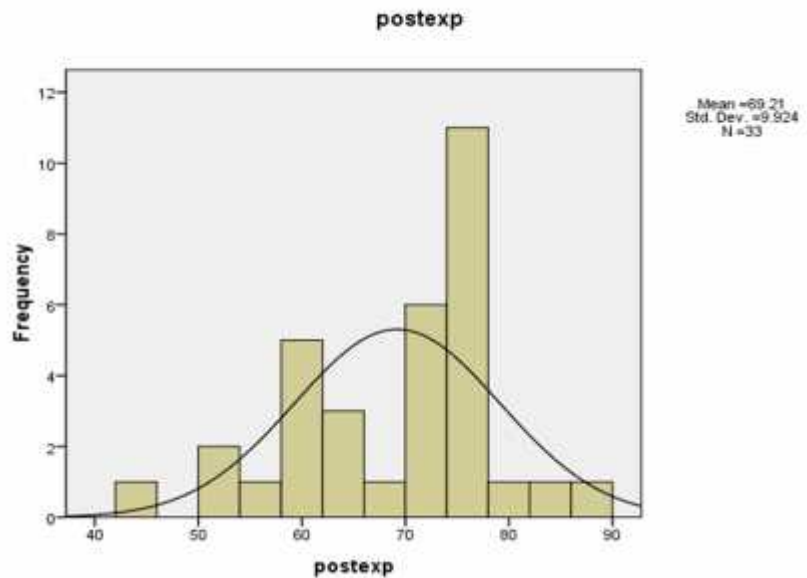
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

Table IV.3
The Frequency Score of Post-Test of Experimental Class

		Postexp			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.0	3.0	3.0
	52	2	6.1	6.1	9.1
	56	1	3.0	3.0	12.1
	60	5	15.2	15.2	27.3
	64	3	9.1	9.1	36.4
	68	1	3.0	3.0	39.4
	72	6	18.2	18.2	57.6
	76	11	33.3	33.3	90.9
	80	1	3.0	3.0	93.9
	84	1	3.0	3.0	97.0
	88	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Based on the table above, it can be seen that in post-test there was 1 student who got score 44 (3%), 2 students who got score 52 (6.1%), 1 student who got score 56 (3.0%), 5 students who got score 60 (15.2%), 3 students who got score 64 (9.1%), 1 student who got score 68(3.0%), 6 students who got score 72 (18.2%), 11 students who got score 76 (33.3%), 1 student who got score 80 (3.0%), 1 student who got score 84 (3.0%), and 1 student who got score 88 (3.0%).The highest frequency was 11 at the score 76. The total frequency was 33.

Histogram IV.2
Frequency Post-test of Experimental Class



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

Besides, the mean (Mx) and Standard Deviation (SD) were also needed in analyzing data gotten from the scores of pre-test and post-test. In determining the mean and standard deviation, the writer used the software SPSS version 16 to the mean and the standard deviation of pre-test and post-test can be seen in table IV.4 below:

Table IV.4
The mean and standard deviation of pre-test and post-test of experimental class

	Mean	Std. deviation
Pretest	57.94	9.855
Posttest	69.21	9.924

From the table IV.4, the mean of pre-test in experimental class is 57.94 and the standard deviation of pre-test in experimental class is 9.855. the mean of post-test in experimental class is 69.21 and the standard deviation of post-test in experimental class is 9.924. The classification can be seen from the following table:

Table IV.5
The Classification of Experimental Class Score (Post-Test)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	3	9.1%
2	Good	66-79	18	54.5%
3	Enough	56-65	9	27.3%
4	Less	40-55	3	9.1%
5	Fail	30-39	-	0%
Total			33	100%

Based on the table above, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category is 3 students (9.1%), the frequency of Good category is 18 students (54.5%), the frequency of Enough category is 9 students (27.3%), the frequency of Less category is 3 students (9.1%). there is no students who is categorized into Fail category. The table shows that the highest

percentage of experimental class is 54.5%. Thus, the majority of the students in experimental class are classified as Good.

b. Students' Reading Comprehension Taught without Using Estimate, Read, Respond, and Question (ERRQ) Strategy

The data of students' reading comprehension taught without using Estimate, Read, Respond, and Question (ERRQ) Strategy were also taken from pre-test and post-test of XI Social 2 as control class taken from the sample of this class (33) students:

Table IV.6
Table Score of Students' Reading Comprehension Taught
without Using
Estimate, Read, Respond, and Question (ERRQ) Strategy

No	Students	Control Class		
		Pretest	Posttest	Gain
1	Student 1	60	64	4
2	Student 2	60	64	4
3	Student 3	64	68	4
4	Student 4	60	68	8
5	Student 5	40	48	8
6	Student 6	52	56	4
7	Student 7	72	76	4
8	Student 8	40	48	8
9	Student 9	60	64	4
10	Student 10	44	48	4
11	Student 11	60	64	4
12	Student 12	60	68	8
13	Student 13	72	76	4
14	Student 14	60	64	4
15	Student 15	68	72	4
16	Student 16	60	64	4
17	Student 17	40	48	8
18	Student 18	52	60	8
19	Student 19	52	60	8
20	Student 20	60	64	4
21	Student 21	48	52	4
22	Student 22	40	48	8
23	Student 23	68	72	4
24	Student 24	52	60	8
25	Student 25	60	64	4
26	Student 26	52	60	8
27	Student 27	52	56	4
28	Student 28	60	64	4
29	Student 29	36	52	16
30	Student 30	52	60	8
31	Student 31	44	52	8
32	Student 32	60	64	4
33	Student 33	44	52	8
	Total	1804	2000	196

From table IV.6, the writer found that the total of pre-test in control class was 1804 while the highest was 72 and the lowest was 36 and the total score of post-test in control class was 2000 while the highest score was 76 and the lowest score was 48. The frequency score of pre-test and post-test differed significantly, It can be seen on table IV.7 below:

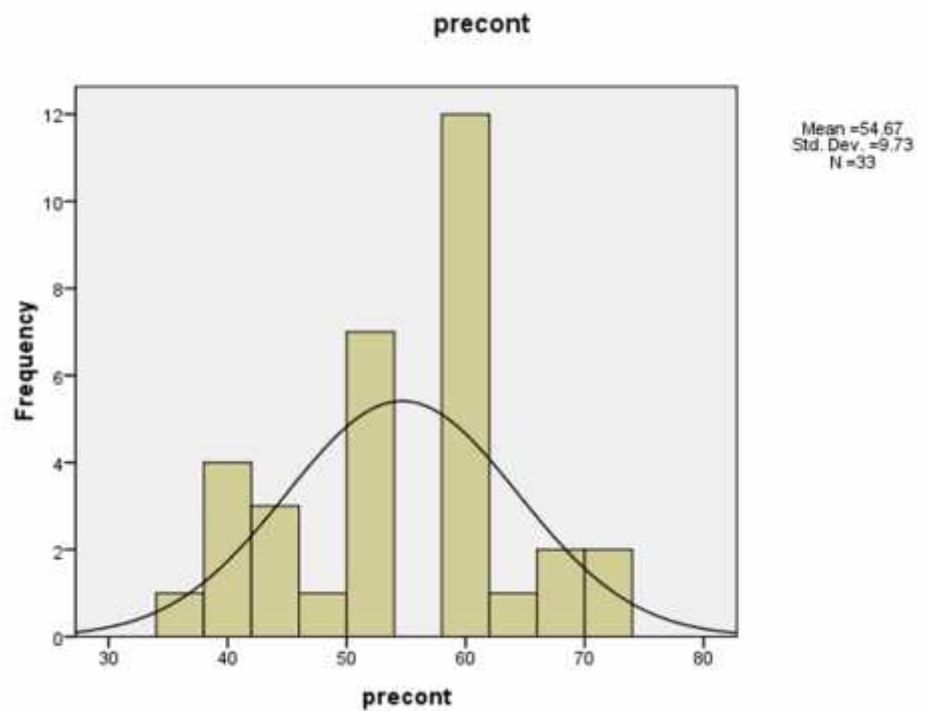
Table IV.7
The Frequency Score of Pre-Test of Control Class

Precont					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	3.0	3.0	3.0
	40	4	12.1	12.1	15.2
	44	3	9.1	9.1	24.2
	48	1	3.0	3.0	27.3
	52	7	21.2	21.2	48.5
	60	12	36.4	36.4	84.8
	64	1	3.0	3.0	87.9
	68	2	6.1	6.1	93.9
	72	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Based on the table above, it can be seen that in pre-test there was 1 student who got score 36 (3.0%), 4 students who got score 40 (12.1%), 3 students who got score 44 (9.1%), 1 student who got score 48 (3.0%), 7 students who got score 52 (21.2%), 12 students who got score

60(36.4%), 1 student who got 64 (3.0%), 2 students who got score 68 (6.1%), 1 student who got score 72 (3%). The highest frequency was 12 at the score 60. The total frequency was 33.

Histogram IV.3
Frequency Pre-test of Control Class



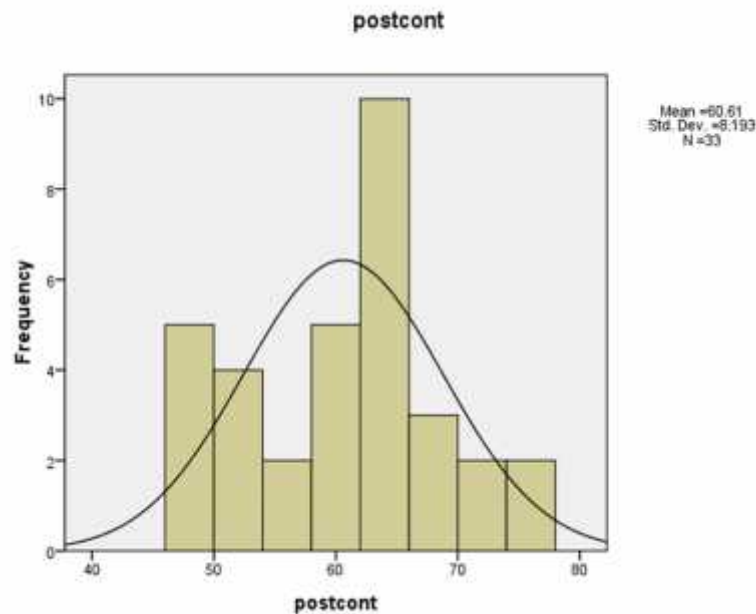
From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

Table IV.8
The Frequency Score of Post-test of Control Class

		Postcont			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	5	15.2	15.2	15.2
	52	4	12.1	12.1	27.3
	56	2	6.1	6.1	33.3
	60	5	15.2	15.2	48.5
	64	10	30.3	30.3	78.8
	68	3	9.1	9.1	87.9
	72	2	6.1	6.1	93.9
	76	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Based on the table above, it can be seen that in post-test there were 5 students who got score 48 (15.2%), 4 students who got score 52 (12.1%), 2 students who got score 56 (6.1%), 5 students who got score 60 (15.2%), 10 students who got score 64 (30.3%), 3 students who got score 68(9.1%), 2 students who got score 72 (6.1%). 2 students who got score 76 (6.1%). The highest frequency was 10 at the score 64. The total frequency was 33.

Histogram IV.4
Frequency Post-test of Control Class



From the histogram above, it can be analyzed that the histogram is almost normal because the difference of Mean and Standard Deviation was far.

Besides, the mean (M_x) and Standard Deviation (d) were also needed in analyzing data gotten from the scores of pre-test and post-test. In determining the mean and standard deviation, the writer used the software SPSS Version 16. The mean and the standard deviation of pre-test and post-test can be seen on table IV.9:

Table IV.9
The Mean and Standard Deviation of Pre-Test and Post-Test
of Control Class

	Mean	Std. Deviation
Pre-test	54.67	9.730
Post-test	60.61	8.193

From the table IV.9, the mean of pre-test in control class is 54.67 and the standard deviation of pre-test in control class is 9.730. the mean of post-test in control class is 60.61 and the standard deviation of post-test in control class is 8.193 The classification can be seen from the following table:

Table IV.10
The Classification of Control Class Score (Post-Test)

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	7	21.2%
3	Enough	56-65	17	51.5%
4	Less	40-55	9	27.3%
5	Fail	30-39	-	0%
Total			33	100%

Based on the table above, it can be seen that there are 5 categories for students' reading comprehension of control class. There is no student who was categorized into Very good, the frequency of Good category was 7 students (21.2%), the frequency of Enough category was 17 students (51.5%), the frequency of Less category was 9 students (27.3%). there was no students who held into Fail category. The table shows that the highest percentage of control class was 51.5%. Thus, the majority of the students in control class were classified as Enough.

To find the data analysis of the significant effect of using estimate, read, respond, and question (ERRQ) strategy toward students' reading comprehension on narrative text of the second year at senior high school 1 Koto Kampar Hulu, the writer used t-test by using SPSS 16. The output of data analysis is as follows:

C. Data Analysis

The following table is the description of pre-test and post-test of both experimental and control classes.

Table IV.11
Students' Pre-test and Post-test of Experimental and Control Class

No	Students	experimental class			control class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Student 1	40	60	20	60	64	4
2	Student 2	48	60	12	60	64	4
3	Student 3	52	68	16	64	68	4
4	Student 4	72	76	4	60	68	8
5	Student 5	72	80	8	40	48	8
6	Student 6	44	52	8	52	56	4
7	Student 7	48	60	12	72	76	4
8	Student 8	64	76	12	40	48	8
9	Student 9	60	76	16	60	64	4
10	Student 10	60	72	12	44	48	4
11	Student 11	72	88	16	60	64	4
12	Student 12	48	64	16	60	68	8
13	Student 13	64	76	12	72	76	4
14	Student 14	48	64	16	60	64	4
15	Student 15	60	76	16	68	72	4
16	Student 16	56	72	16	60	64	4
17	Student 17	64	76	12	40	48	8
18	Student 18	60	76	16	52	60	8
19	Student 19	72	84	12	52	60	8
20	Student 20	48	56	8	60	64	4
21	Student 21	64	76	12	48	52	4
22	Student 22	60	72	12	40	48	8
23	Student 23	48	60	12	68	72	4
24	Student 24	60	72	12	52	60	8
25	Student 25	68	76	8	60	64	4
26	Student 26	72	76	4	52	60	8
27	Student 27	64	72	8	52	56	4
28	Student 28	44	52	8	60	64	4
29	Student 29	60	72	12	36	52	16
30	Student 30	60	64	4	52	60	8
31	Student 31	52	60	8	44	52	8
32	Student 32	68	76	8	60	64	4
33	Student 33	40	44	4	44	52	8
	Total	1912	2284	372	1804	2000	196
	Mean	57.94	69.21	11.27	54.67	60.61	5.94

From the table above, it can be seen that the total score of pre-test in experimental class was 1912 and post-test was 2284. While the total score of pre-test in control class was 1804 and post-test was 2000. It can also be seen from the difference gain in the experimental and control classes. To make it clear, it is analyzed as follows

Table IV. 12

Group Statistics					
Exp		N	Mean	Std. Deviation	Std. Error Mean
Cont	1	33	11.27	4.178	.727
	2	33	5.94	2.669	.465

Based on the table above, it can be seen that the total of students from each class was 33, the mean of the experimental class was 11.27, and mean of control class was 5.94. Standard deviation from the experimental class was 4.178, while the standard deviation from control class was 2.669. Standard error mean of experimental class was 727 and control class was 465.

Table IV.13**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
gaincont	Equal variances assumed	5.235	.025	6.180	64	.000	5.333	.863	3.609	7.057
	Equal variances not assumed			6.180	54.385	.000	5.333	.863	3.603	7.063

To give the implication for hypothesis on the result of t-test above, firstly the writer looked for the degree of freedom (df). Before the t-value is compared to t-table the degree of freedom (df) should be determined firstly. T-table in the degree of freedom of 64 at significant level of 5% and 1% was obtained 2.00 and 2.65. The t-test result was higher than t-table, that was $2.00 < 6.180 > 2.65$. In conclusion, It can be concluded that H_0 is rejected and H_a is accepted. In other word, there is a significant difference of the students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) Strategy and those taught by using conventional strategy at Senior High School 1 Koto Kampar Hulu District of Kampar Regency.

When this research was conducted, the writer followed all of the procedures of Estimate, Read, Respond, and Question (ERRQ) Strategy in teaching reading of a narrative passage at the second year students of Senior High School 1 Koto Kampar Hulu District of Kampar Regency. The result of the strategy showed that the students' reading comprehension on narrative text increased after using Estimate, Read, Respond, and Question (ERRQ) Strategy. Joyner says that Estimate, Read, Respond, and Question (ERRQ) Strategy is a comprehension strategy that we learned in reading.⁶⁰ By using this strategy students can read and remember the information in narrative text. Nurhayati also says that Estimate, Read, Respond, and Question (ERRQ) Strategy is the best strategy to guide the students in comprehending narrative passages.⁶¹ Moreover, Estimate, Read, Respond, and Question (ERRQ) Strategy can be used by the teacher in teaching reading, especially in narrative text at the second year students of Senior High School 1 Koto Kampar Hulu of Kampar Regency. In other words, the result of the research cannot be generalized, because Estimate, Read, Respond, and Question (ERRQ) Strategy has not used in other Schools yet.

⁶⁰Debbie Joyner, Loc.Cit

⁶¹Nurhayati, Loc.Cit

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained in chapter IV, finally the writer gave a conclusion of the research about the effect of using estimate, read, respond, and question (ERRQ) Strategy toward students' reading comprehension on narrative text of the second year at senior high school 1 Koto Kampar Hulu District of Kampar Regency as follows:

1. The students' reading comprehension on narrative text taught by using estimate, read, respond, and question (ERRQ) Strategy is higher. it can be categorized as **Good**.
2. The students' reading comprehension on narrative text taught without using estimate, read, respond, and question (ERRQ) Strategy is lower. it can be categorized as **Enough**.
3. The hypothesis H_0 (Null hypothesis) is rejected and H_a is accepted. It means that there is significant effect of using estimate, read, respond, and question (ERRQ) strategy toward students' reading comprehension on narrative text of the second year at Senior High School 1 Koto Kampar Hulu District of Kampar Regency. It can be seen from the result of data analysis.

So, it can be concluded that ERRQ strategy has a positive effect on the students' reading comprehension on narrative text of the second year at Senior high School 1 Koto Kampar Hulu District of Kampar Regency.

B. Suggestion

In this part, the writer would like to give some suggestion as follows:

1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy.

ERRQ Strategy can be used in English teaching by the teacher in order to make the students interested and not bored.

- b. The teacher can use ERRQ strategy as interesting strategy in teaching reading comprehension, especially in narrative text.

- c. By using ERRQ Strategy, the teacher can help the students to find the topic and other pertinent information from the text.

2. Suggestion for the Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.

- b. The students should have discussion and share information with their friends about English to improve their reading comprehension.

3. Suggestion for the Future Student Researcher

- a. Next student researcher should give contribution in conducting the research especially about reading comprehension.
- b. This research is one of the ways toward students' reading comprehension. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make teaching and learning process more effectively.

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